

# **SUBMISSION GUIDELINES**

**For**

**Documents Prepared To Standards Adopted By**

**The Commission On Teacher Credentialing**

**Pursuant To SB 2042**

**FOR PROGRAMS OF**

**Elementary Subject Matter Preparation**

**Preliminary Multiple Subject Teaching Credential Preparation**

**Preliminary Single Subject Teaching Credential Preparation**

**Blended Programs of Undergraduate Teacher Preparation**



**February 13, 2003**

**California Commission on Teacher Credentialing**

**Professional Services Division**

**1900 Capitol Avenue**

**Sacramento, CA 95814**

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## Introduction

In September 2001 the California Commission on Teacher Credentialing adopted new Standards of Quality and Effectiveness for the Subject Matter Requirement for the Multiple Subject Teaching Credential and Standards of Quality and Effectiveness for Teacher Preparation Programs for the Multiple and Single Subject Preliminary Teaching Credentials. In addition, it adopted an Implementation Plan for transitioning to the new standards. The implementation plan sets out timelines and processes for program document submissions and technical assistance. This document is intended to supplement that plan by providing specific information to program sponsors on how to submit documents for review and approval.

Program sponsors have approximately two years to transition from current to new standards of quality and effectiveness for Elementary Subject Matter and Professional Teacher Preparation Programs. Each sponsor is being asked to select from among seven submission deadlines during the period April 2002 through September 2003. This must be done in writing by January 30, 2002 on forms provided by the CCTC. All program documents will be reviewed by statewide teams of peer reviewers selected from among qualified K–12 and IHE professional educators. The statewide review process is scheduled to end on December 31, 2003.

It should be noted that each program of Professional Teacher Preparation for the Multiple and Single Subject Preliminary Credentials, as well as each programs of Elementary Subject Matter Preparation for the Multiple Subject Credential must be submitted for review by the statewide panel. This process is separate from on-site unit accreditation by the Committee on Accreditation. Institutions undergoing accreditation reviews during 2001–02, 2002–03 and 2003–04 may use a single self-study document for both purposes.

Technical assistance will be provided to program sponsors during the transition. Five regional technical assistance teams consisting of CCTC, CDE and BTSA staff have been formed. These teams will provide technical assistance training in at least five locations across the state during late January and February 2002. In addition, team members will be individually assigned to program sponsors to provide ongoing support throughout the program approval process. Program sponsors will be contacted with specific information about initial training dates and locations in their region early in December, 2001.

Information about transition timelines for candidates, sunset dates for currently approved programs, preconditions, emphasis programs, and the introduction of the Teaching Performance Assessment will be provided by the Commission through Coded Correspondence and additional program transition documents as it becomes available. Program sponsors should check the Commission website, [www.ctc.ca.gov](http://www.ctc.ca.gov), frequently for updates.

## SUBMISSION GUIDELINES FOR SB 2042 PROGRAM DOCUMENTS

To facilitate the proposal review and approval process, Commission staff has developed the following instructions for organizations submitting documents for approval under SB 2042. It is essential that these instructions be followed accurately. Failure to comply with these procedures can result in a proposal being returned to the prospective program sponsor for reformatting and/or revision prior to being forwarded to program reviewers.

### Transmittal Instructions

Sponsoring agencies are required to submit **four printed copies** of their proposal(s), **including one unbound copy** to the following address:

California Commission on Teacher Credentialing  
Professional Services Division  
1900 Capitol Avenue  
Sacramento, CA 95814

Attention: Phyllis Jacobson

In addition, **one electronic copy of the proposal text** (not including supporting evidence) should be submitted to:

Phyllis Jacobson: [pjacobson@ctc.ca.gov](mailto:pjacobson@ctc.ca.gov)

*This electronic submission should be in Microsoft Word, or a Microsoft Word compatible format. Some phases of the review process will involve secure web-based editing. To facilitate this process, please leave no spaces in the name of your document, and be sure that the name of the file ends in ".doc" (example: CCTCBlendeddocument.doc).*

### Submittal Deadlines

There are seven opportunities during to submit proposals for review and approval. The submittal deadlines are:

**April 1, 2002\***  
**September 2, 2002**  
**November 1, 2002**

**February 3, 2003**  
**April 1, 2003**  
**August 1, 2003**  
**September 1, 2003**

Additional materials including the required Transmittal Cover Sheet are included as an appendix to this document.

## **Transmittal Documents**

*Sponsoring agencies should send the SB 2042 Sponsoring Organization Transmittal Cover Sheet with the original signatures of the program contacts and chief executive officer along with their proposal(s).*

In addition, each of the four copies of each proposal should begin with a copy of the SB 2042 Sponsoring Organization Transmittal Cover Sheet (see the Appendix for a blank copy).

## **Proposal Organization**

Program sponsors may elect to prepare separate responses for multiple and single subject programs or a combined response. The following criteria should be used to guide these decisions:

1. When multiple and single subject programs are administered under a single organizational structure, sharing faculty and courses, as is often the case when there is a relatively small number of candidates, a combined proposal is suitable.
2. When multiple and single subject programs are administered and delivered separately within an organization, as often found in medium and large size programs, then separate proposals are suitable.
3. When program sponsors offer both a student teaching and internship model, there should be a single response for both models. The new standards are intended for both types of programs. The standards clearly indicate when separate information is required for a specific program type.

Blended Program sponsors are reminded that they must have an approved Subject Matter Preparation Program for the Multiple and/or Single Subject Preliminary Credential and an approved Professional Teacher Preparation Program for the Multiple and/or Single Subject Preliminary Credential in order to apply for approval for a Blended Program. Program sponsors may submit a Blended Program proposal at the same time as other new program submissions.

**Each proposal must be organized in the following order:**

1. Transmittal Cover Sheet
2. Table of Contents
3. Responses to Each Standard, including the Common Standards.

The responses to each standard must:

- be tabbed/labeled to help guide the reviewers
- have numbered pages
- provide supporting evidence, included after each response or organized into appendices. Evidence should be cross-referenced in the response and appendices *must* be tabbed for easy access by reviewers.

## Responding to Standards

Program proposals should provide sufficient information about how the program intends to deliver content consistent with each standard so that a knowledgeable team of professionals can determine whether each standard has been met by the program.

The written text may be organized in a variety of ways. Both holistic and element-by-element responses, as well as a combination of these approaches are acceptable. Whatever the organizational format, the text must reference all required elements, or address them specifically. *Responses that do not address each standard and its required elements will be considered incomplete.*

During an accreditation team visit, a program's failure to address all required elements of a standard will result in that standard being deemed "Not Met."

Responses should not merely reiterate the standard. They should demonstrate how the standard will be met by describing both the content and processes that will be used to implement the program, and by providing evidence to support the explanation.

The goal in writing the response to any standard should be to describe the proposed program clearly enough for an outside reader to understand what a prospective teacher will experience, as he or she progresses through the program, in terms of depth, breadth, and sequencing of instructional and field experiences, and what he or she will know and be able to do and demonstrate at the end of the program. Review teams will then be able to assess the responses for consistency with the standard, completeness of the response, and quality of the supporting evidence.

Some examples of evidence helpful for review teams include:

- Charts and graphic organizers to illustrate program organization and design
- Descriptions of faculty qualifications, including vitae for full time faculty

- Course or module outlines, or showing the sequence of course topics, classroom activities, materials and texts used, and out-of-class assignments
- Specific descriptions of assignments and other formative assessments that demonstrate how prospective teachers will reinforce and extend key concepts and/or demonstrate an ability or competence
- Documentation of materials to be used, including tables of contents of textbooks and identification of assignments from the texts, and citations for other reading assignments.

Lines of suitable evidence will vary with each standard.

## **Packaging Your Submission for Shipment to the Commission**

Please keep the following guidelines in mind:

- Do not use foam peanuts as packaging material
- Do not overstuff the individual binders. Use two binders if necessary.
- Do not overstuff the individual boxes in which the binders are packed, as these may break open in shipment.

## **Transition Issues**

The program contact identified on the Transmittal Cover Sheet will be informed electronically and by mail as changes occur. Program sponsors are strongly urged to consult the CCTC website at [www.ctc.ca.gov](http://www.ctc.ca.gov) for updates relating to the implementation of SB 2042.

**Preconditions.** The Commission has adopted revised Preconditions for Professional Teacher Preparation Programs. These are available on the Commission's website at [www.ctc.ca.gov](http://www.ctc.ca.gov). There is a single Precondition for Elementary Subject Matter Preparation programs.

**Common Standards Responses.** The Common Standards do not have required elements; they have 'Questions to Consider.' Responses to the Common Standards should follow this format. Information related to credentialing programs other than those being addressed in the document need not be included in your response.

**Technology Standard 20.5.** It is not necessary to prepare a new response to Standard 9, Using Computer-Based Technology in the Classroom, if your program has already been approved for Program Standard 20.5, Level 1. If your program has been approved for Level 2 as well, this option for candidates will continue to apply for completion of the computer-based technology requirement for the Professional Clear Credential.

## APPENDIX: Transmittal Cover Sheet

***SB 2042 Program Sponsor - Transmittal Cover Sheet***  
*Page 1 of 2*

1) Sponsoring Organization:

**Name** \_\_\_\_\_

2) **Submission Type(s)** Place a check mark in the appropriate box.

|                                       |  |
|---------------------------------------|--|
| Elementary Subject Matter Preparation |  |
| Multiple Subject                      |  |
| Multiple Subject Intern               |  |
| Single Subject                        |  |
| Single Subject Intern                 |  |
| Blended Program – Multiple Subject    |  |
| Blended Program – Single Subject      |  |

3) **Program Contacts:**

1. Name \_\_\_\_\_

Title \_\_\_\_\_

Address \_\_\_\_\_

\_\_\_\_\_

Phone \_\_\_\_\_ Fax \_\_\_\_\_

**E-mail** \_\_\_\_\_

***SB 2042 Program Sponsor - Transmittal Cover Sheet***

*Page 2 of 2*

2. Name \_\_\_\_\_

Title \_\_\_\_\_

Address \_\_\_\_\_

\_\_\_\_\_

Phone \_\_\_\_\_ Fax \_\_\_\_\_

E-mail \_\_\_\_\_

**4) Chief Executive Officer (*President or Provost; Superintendent*):**

Name \_\_\_\_\_

Address \_\_\_\_\_

\_\_\_\_\_

Phone \_\_\_\_\_ Fax \_\_\_\_\_

E-mail \_\_\_\_\_

***I Hereby Signify My Approval to Transmit This Program Document to the  
California Commission on Teacher Credentialing:***

**CEO Signature** \_\_\_\_\_

**Title** \_\_\_\_\_

**Date** \_\_\_\_\_